

PENGEMBANGAN STRATEGI INTERVENSI MEMBACA PERMULAAN
BAGI SISWA DENGAN KESULITAN MEMBACA PERMULAAN
MELALUI MEDIASI TEMAN SEBAYA DI KELAS REGULER

DISERTASI

diajukan untuk memenuhi sebagian syarat untuk memperoleh gelar Doktor Ilmu
Pendidikan Bidang Pendidikan Khusus



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PENGEMBANGAN STRATEGI INTERVENSI MEMBACA
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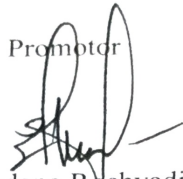
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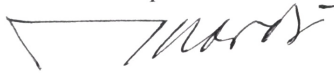
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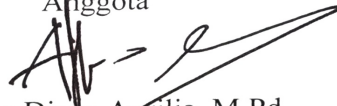
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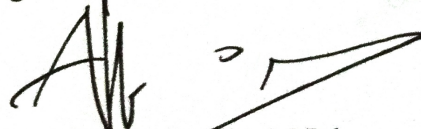
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ABSTRAK

Penelitian ini merupakan penelitian pengembangan strategi intervensi membaca permulaan bagi siswa dengan kesulitan membaca melalui mediasi teman sebaya dengan latar pelaksanaan di kelas reguler. Hal ini didasari oleh temuan lapangan mengenai siswa dengan kesulitan membaca permulaan di sekolah dasar yang selama tiga tahun belakangan dilayani dalam latar remedial. Hasil intervensi yang diperoleh siswa adalah siswa terampil membaca huruf. Namun demikian perkembangan ini tidaklah mumpuni bagi siswa yang belajar di kelas III. Oleh sebab itu, kebutuhan akan pengembangan strategi sangat dibutuhkan dalam rangka meningkatkan keterampilan membaca permulaan siswa. Strategi yang dikembangkan adalah intervensi melalui dengan teman sebaya dengan latar pelaksanaan di dalam kelas regular dan metode membaca permulaan yang berbeda dengan metode membaca sebelumnya.

Metode penelitian yang digunakan adalah *mix method* atau metode campuran. Pendekatan yang digunakan kualitatif dan kuantitatif. Pendekatan kualitatif digunakan guna melakukan identifikasi dan assessment keterampilan membaca permulaan siswa dan analisis kebutuhan pengembangan strategi intervensi. Pendekatan kuantitatif digunakan dalam rangka melihat efektivitas implementasi strategi intervensi.

Hasil penelitian ini; (1) profile keterampilan membaca permulaan siswa dengan kesulitan membaca permulaan adalah dapat membaca huruf dan kesulitan yang dialami adalah membaca rangkaian huruf yang membentuk suku kata dan kata. Siswa tidak mengalami kesulitan dalam pra membaca permulaan. (2) strategi intervensi yang dikembangkan terdiri dari tiga kategori; pertama proses identifikasi dan assesmen, perumusan program intervensi, dan pelaksanaan. Keterlibatan teman sebaya terdapat di dalam kegiatan pelaksanaan yang dimulai dari pemilihan tutor, Briefing, aktivitas dan evaluasi. (3) strategi intervensi yang dikembangkan efektif dalam peningkatan keterampilan membaca permulaan pada siswa dengan kesulitan membaca permulaan.

Kata Kunci : Strategi Intervensi, Siswa dengan Kesulitan Membaca, Kesulitan Membaca Permulaan, mediasi teman sebaya.

Abstract

This research develops early reading intervention strategies for students with reading difficulties through peer mediation with the implementation background in the regular classroom. Based on field findings regarding students with early reading difficulties in elementary schools who have been served in a remedial setting for the past three years. The results of the intervention obtained by students are skilled at reading letters. However, this development is not qualified for students studying in class III. Therefore, the need for strategy development is needed in order to improve students' initial reading skills. The strategy developed is an intervention through peer-to-peer activities with a regular classroom setting and a different pre-reading method from the previous reading method.

The research method used is the mixed method or mixed methods. The approach used is qualitative and quantitative. A qualitative approach identifies and assesses students' initial reading skills and analyzes the needs for developing intervention strategies. A quantitative approach is used to see the effectiveness of the implementation of the intervention strategy.

The results of this study; (1) the profile of students' initial reading skills with initial reading difficulties can read letters, and the difficulty experienced is reading a series of letters that form syllables and words. Students do not have difficulty in pre-reading the beginning. (2) the intervention strategy developed consists of three categories; first is the process of identification and assessment, formulation of intervention programs, and implementation. Peer involvement is found in implementation activities starting from selecting tutors, briefings, activities, and evaluations. (3) the intervention strategy developed effectively improved early reading skills in students with early reading difficulties.

Key word: Intervention Strategy, Student with early reading difficulties, Reading difficulties, Peer mediation.

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PENGEMBANGAN STRATEGI INTERVENSI MEMBACA PERMULAAN BAGI SISWA DENGAN KESULITAN MEMBACA PERMULAAN MELALUI MEDIASI TEMAN SEBAYA DI KELAS REGULER

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